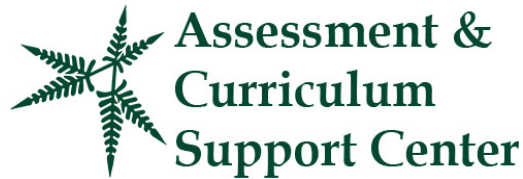


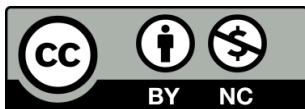


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# Efficient Strategies for Meaningful Program Learning Assessment Part II: Facilitating Collaborative Curriculum Discussion



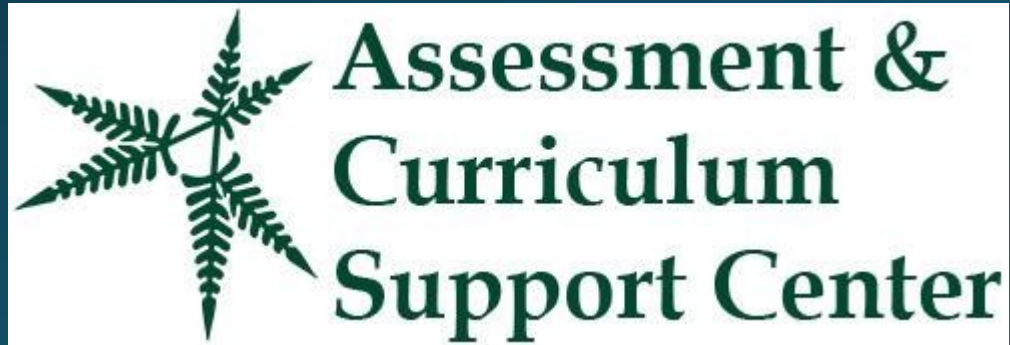
Hill, Y. (2020, October 30). *Efficient strategies for meaningful program learning assessment part II: Facilitating collaborative curriculum discussion* [Online workshop]. Assessment and Curriculum Support Center, University of Hawai'i at Mānoa, Honolulu, HI, United States.



# Efficient Strategies for Meaningful Program Learning Assessment

## Part II: Facilitating Collaborative Curriculum Discussion

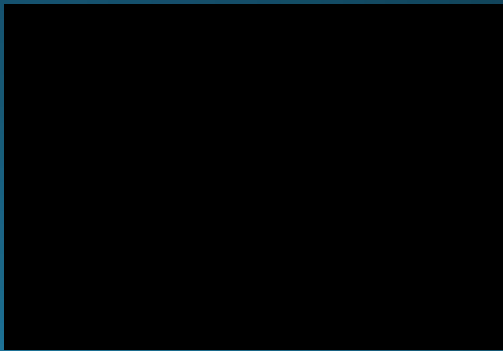
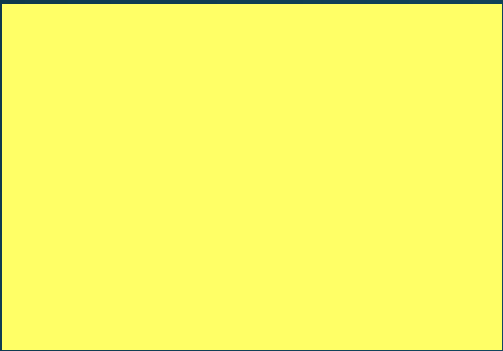
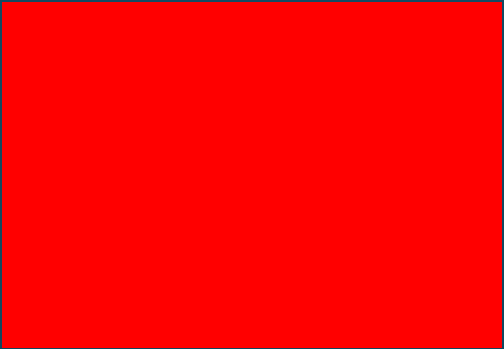
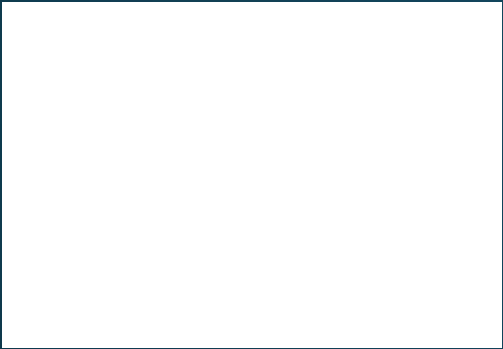
Yao Z. Hill, Ph.D.



Use an energizer to start a meeting with  
understanding | energy | positivity



Photo by [Quino AI](#) on [Unsplash](#)









Reflect and  
let it go




A large, bright yellow starburst shape with multiple points, centered on the slide. It has a thin blue outline.

Shake it up!

# More meeting energizers

[sessionlab.com/library/energiser](https://sessionlab.com/library/energiser)

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### Doodling Together

[#collaboration](#) [#creativity](#) [#teamwork](#) [#fun](#) [#team](#) [#visual methods](#) [#energiser](#) [#ice breaker](#) [#remote-friendly](#)




Create wild, weird and often funny postcards together & establish a group's

3 173 + USE

### Blind Square - Rope game

[#teamwork](#) [#communication](#) [#teambuilding](#) [#team](#) [#energiser](#) [#thiagi](#) [#outdoor](#)




This is an activity that I use in almost every teambuilding session I run-- because it delivers results every time. I

2 160 + USE

### Excited

[#energiser](#) [#thiagi](#) [#motivation](#) [#team](#)




This ia a 3-minute jolt activity that enables the participants to explore what makes a task highly motivating.

154 + USE

### Sync Claps

[#hyperisland](#) [#energiser](#)




This circle exercise is simple, but challenging and very effective for generating focus and alignment in a group. Participants stand in a circle and

142 + USE

### Rock, Paper, Scissors (Tournament)

[#energiser](#) [#warm up](#)



This is a fun and loud energiser based on the well-known "Rock, Paper, Scissor" game - with a twist: the losing players become the fan of

5 129 + USE

### Looking Around


[#thiagi](#) [#concepts](#) [#remote-friendly](#) [#energiser](#)

Here's another jolt that explores one of our favorite themes: You have to unlearn something old in order to learn something new. A nice thing about this brief

2 114 + USE

### Sound Ball

[#energiser](#) [#ice breaker](#) [#thiagi](#) [#team](#) [#outdoor](#)




This a simple icebreaker activity energising participants, also suitable for debriefing learning points towards

2 109 + USE

### Just One Lie

[#ice breaker](#) [#energiser](#) [#team](#) [#get-to-know](#)




This method is adapted from the well-known icebreaker 'Two Truths And A Lie' to create an activity that you could return to

2 109 + USE

### Spy

[#energiser](#)




A simple game that will have everyone running within minutes. Very effective to fight the "after-lunch" dip.

11 102 + USE


### Snowball

[#get-to-know](#) [#opening](#) [#energiser](#) [#teambuilding](#) [#team](#)




### Hello Kitty

[#hyperisland](#) [#energiser](#) [#remote-friendly](#)




A simple and short group game all



### Count Up

[#hyperisland](#) [#team](#) [#energiser](#) [#remote-friendly](#)







End the meeting with a concrete product



# Session outcome

Draft a plan to lead one collaborative curriculum discussion activity



# Prepare a meeting agenda

Meeting goal

Discussion ground rules

Items of discussion

Share before the meeting



# Session agenda

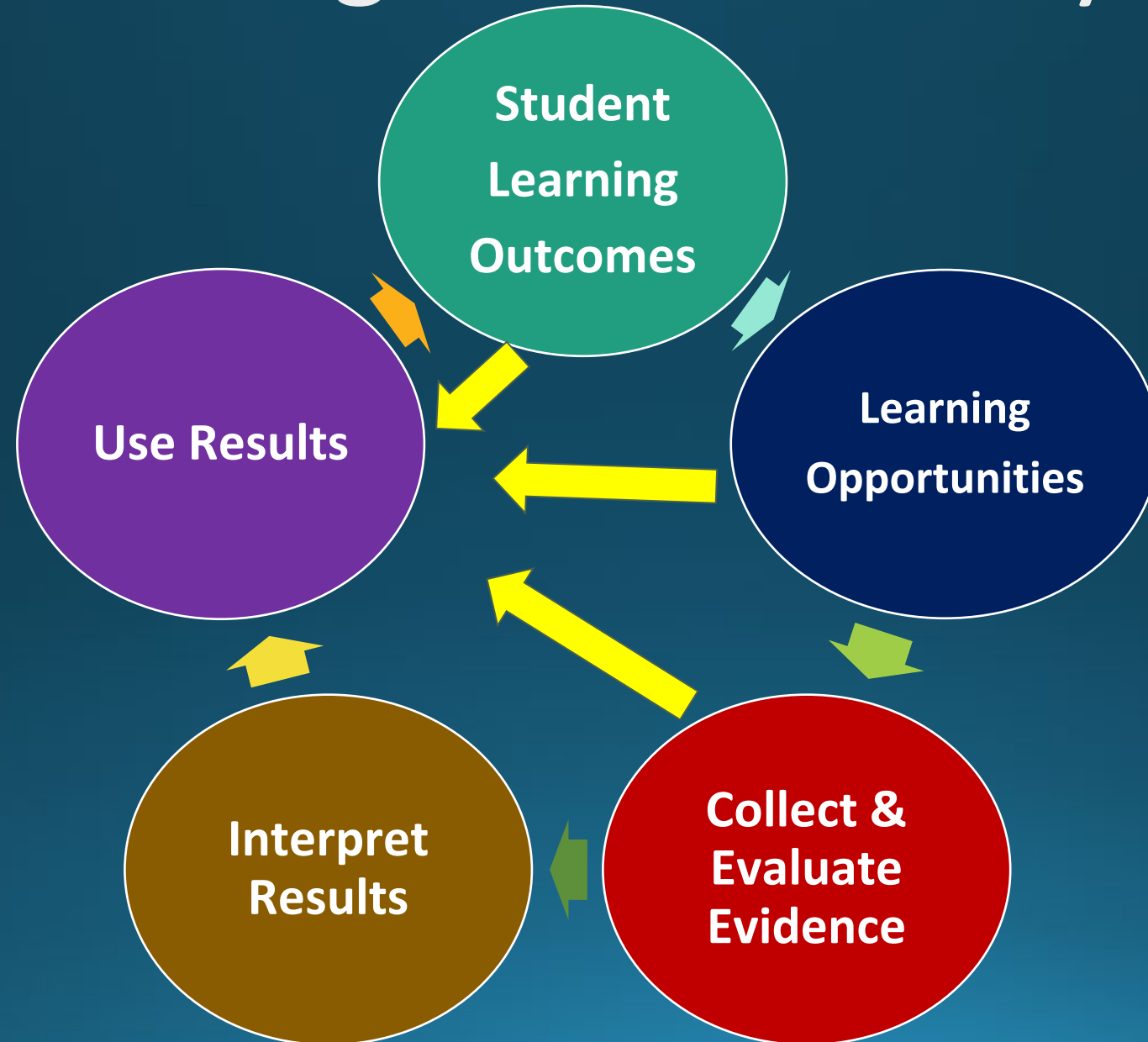
- General facilitation techniques
- Brief introduction to program learning assessment
- Curriculum discussion activities
  1. investigating curriculum pathways using a curriculum map
  2. organizing assignment charrettes
  3. generating shared expectations through rubric development
- Strategy planning and Q&A

# Ground rules

- Participate actively
- Encourage others to contribute
- One person talks at a time
- Disagree with respect
- Stay on point and on time



# Program learning assessment cycle





# Quiz: Professor Brown is teaching the capstone course in the program. Which case represents program learning assessment?

## Grading

Case 1: Prof. Brown evaluated students' assignments and gave each student a grade. 40% of the students got As, 45% got Bs, and 15% got Cs. For each student, he gave them specific advice on how to enhance their learning.

## Course Learning Outcomes Assessment

Case 2: Prof. Brown used the final research presentation and paper to evaluate each student on each course learning outcome. He found:

- 80% of the students doing very well in writing
- 70% doing very well in presentation
- 50% doing very well in data analysis

He decided to add more data analysis assignments next semester.

## Program Learning Outcomes Assessment

Case 3: Prof. Brown matched his course learning outcomes to the program learning outcomes. He collaborated with faculty to develop the instructions for the final research presentation and paper. He used the program-level rubrics to evaluate each student on each program learning outcome. He found:

- 80% of the students doing very well in writing
- 70% doing very well in presentation
- 50% doing very well in data analysis

He shared the results with all faculty. Through collaborative discussion, 4 faculty decided to increase data analysis assignments in their future courses.



# Part I Review

## Data collection in a pinch

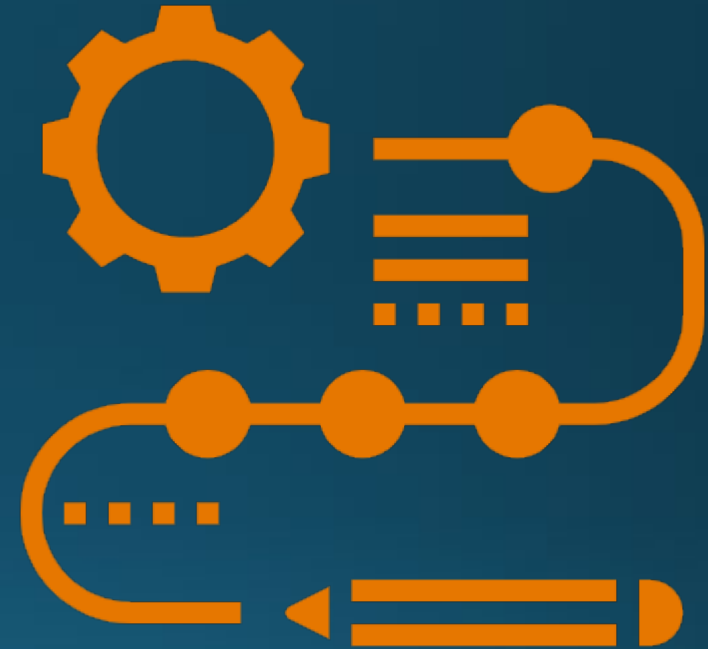
1. Faculty reflection and evaluation of individual students
2. Faculty evaluate students as a whole
3. Use existing data

## Data collection best practices

- Embedded assessment
- Signature assignment
- Capstone assessment
- Portfolio assessment

## Curriculum Discussion Activity 1:

Investigating curriculum pathways  
using a curriculum map







# A curriculum map: What is it?

Student  
learning  
outcomes  
(SLOs)

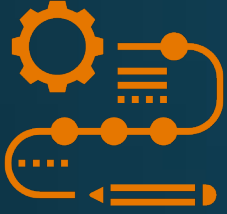
	SLO 1	SLO 2	SLO 3	SLO 4
Course 1				
Course 2		X	X	
Course 3		X		
Course 4	X	X	X	X
Mandatory advising			X	X
Internship/Practicum		X	X	X
Thesis/Dissertation	X	X	X	

Learning  
opportunities

Learning opportunities are “mapped”

# Purpose

- To review the curriculum coherence in light of results
- To identify gaps, overlaps, mismatches in the curriculum
- To engage faculty's expertise and experience in teaching



# Discussing curriculum coherence in light of results

Courses	SLO 1 Knowledge (85%)	SLO 2 Critical thinking (75%)	SLO 3 Research (70%)	SLO 4 Written Communication (60%)
Course 101	X			
Course 102	X	X	X	
Course 201		X	X	
Course 202	X	X		X
...	X	X	X	
Capstone	X	X	X	X



# Poll 1: Which learning outcome area to prioritize in curriculum enhancement effort?

SLO 1: Knowledge mastery

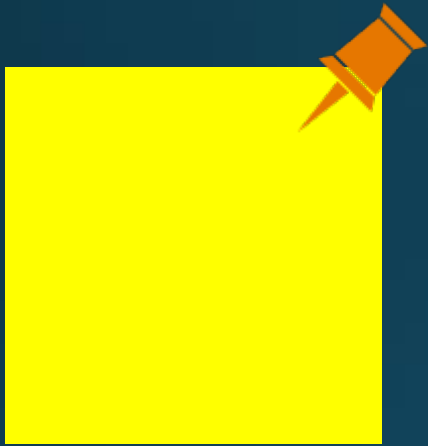
SLO 2: Critical thinking

SLO 3: Research skills

SLO 4: Written communication



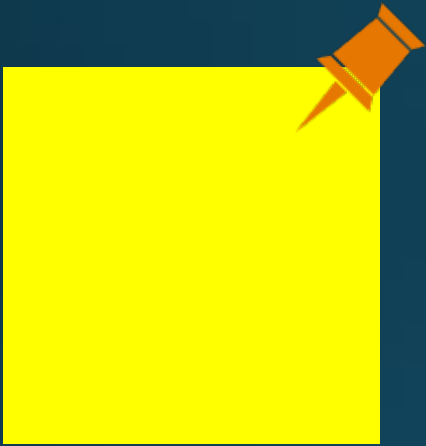
# What actions can we take?



# Facilitation Questions (More on handout)

- Do we offer students enough courses to address each outcome?
- Did we provide sufficient support (scaffolding opportunities) throughout the curriculum to help students achieve the outcomes?
- What are the actual learning opportunities in the courses aligned with the outcome?
- How can advising and co-curricular activities contribute to student outcomes?

# What other topics to discuss using a curriculum map?



# Macro level curriculum discussion golden key: Curriculum map



Nutrition Ph.D. program enhanced programming for grant writing skills through curriculum map discussion

- Introduce: FSHN 657 GW for Grad Students
- Reinforce: FSHN 699 Directed reading
- Mastery: Dissertation proposal ?  
Grant proposal
  - Developed a rubric to assess grant proposal

# Assignment represents most common learning opportunities

Requirements	SLO 1: Written Communication	SLO2: Oral Communication
CRS 301	-Annotated Bibliography -Literature Review	Role-play
CRS 480	-Literature Review -Research Proposal	-Oral Presentation
CRS 490 (capstone)	-Research Proposal -Research Report	-Oral Presentation



## Curriculum Discussion Activity 2:

### Organizing assignment charrettes





# Organizing Assignment Charrettes

<https://cdesignc.org/uploads/files/968414231610670750-003.full.jpg>

# Purpose

- To focus on student products as both learning opportunity and learning evidence
- To harness faculty's collaborative wisdom to improve assignments



# Agenda

1. Introduce the meeting goal
2. Explain assignment charrette
3. Instructors share assignment and receive feedback in small groups of 3
4. Summarize and next steps

# Tips for running successful charrette

- Use critical friends protocol <https://youtu.be/5aZSITkOLOc?t=6>
- Collect assignment prior to the session
- Prepare individualized handout ([sample](#))
- Provide options for feedback (see handout)
  - Are the learning outcomes clear to students in the assignment?
  - Are the evaluation criteria clear and aligned with the learning outcomes?
  - Is there sufficient support (scaffolding) for students to be successful?

## Curriculum Discussion Activity 3:

Generating shared expectations  
through rubric development

	Scale 1	Scale 2	Scale 3	Scale 4
Dimension 1	Description	Description	Description	Description
Dimension 2	Description	Description	Description	Description
Dimension 3	Description	Description	Description	Description



# A rubric is used for evaluating performance of integrated skills



Oral presentation



professional task performance



Website design

# A rubric often looks like:

	Scale 1	Scale 2	Scale 3	Scale 4
Dimension 1	Description	Description	Description	Description
Dimension 2	Description	Description	Description	Description
Dimension 3	Description	Description	Description	Description



## Critical Thinking VALUE Rubric— Fully developed analytic scale rubric

Dimensions	Capstone 4	Milestone 3      2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	...	Issue/problem to be considered critically is stated without clarification or description
...	...	...	...
Influence of context and assumptions	Thoroughly(...) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position	...	Shows an emerging awareness of present assumptions (...). Begins to identify some contexts when presenting a position
....			

# Adapt an existing rubric



Association of American Colleges & Universities

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## VALUE Rubrics

Below is a list of the VALUE Rubrics, organized by learning outcome. Click on an outcome to preview, download, and learn more about a particular rubric. For information on acceptable use of the VALUE rubrics, as well as how to reference and cite the rubrics, visit: [How to Cite the VALUE Rubrics](#).

Follow the instructions to download all VALUE rubrics at **no cost**. All rubrics are offered via AAC&U's Shopping Cart:

- [Download Instructions \(pdf\)](#).
- [Obtain All 16 Rubrics \(pdf\)](#).

# Adapt an existing rubric

## Intellectual and Practical Skills

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

## Personal and Social Responsibility

- Civic engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global learning

## Integrative and Applied Learning

- Integrative learning

# Adapt an existing rubric



UNIVERSITY of HAWAII<sup>®</sup> at MĀNOA

## Assessment and Curriculum Support Center

Learning outcomes assessment for improvement

[Home](#) [How To](#) [Resources](#) [Workshops and Events](#) [Reports](#) [Use of Results](#) [About](#)

## Rubric Bank

[Resources, Rubrics](#)

*We would like to share your rubric too. Please email it to us.*

### Civic Knowledge and Engagement

- [Civic Knowledge and Engagement–local and global](#), VALUE Project, Association of American Colleges and Universities

### Collaboration, Teamwork, Participation

- [Group Participation \(analytic rubric\)](#)
- [Participation \(holistic rubric\)](#)
- [Teamwork](#), VALUE Project, Association of American Colleges and Universities

### Critical Thinking, Creative Thinking

- [Design Project \(analytic rubric\)](#)
- [Media and Design Elements \(analytic rubric; portfolio\)](#)
- [Critical Thinking \(analytic rubric\)](#)
- [Critical Thinking](#), VALUE Project, Association of American Colleges and Universities
- [Creative Thinking](#), VALUE Project, Association of American Colleges and Universities

### Ethical Deliberation

- [Four Contemporary Ethical Issues](#), UH Mānoa General Education










# Adapt an existing rubric

Shared with me > ACSC Assessment and Learning Resource

Name ↑	Owner
 Civic Engagement Assignments and Assessment	Assessme
 Rubrics--Graduate programs	Assessme
 Rubrics--Research and Research Communication	Assessme



## Reaffirmed disciplinary approach through collaborative rubric adaption



Julie Walsh

### Critical Written Analysis Rubric

#### Context and Positionality

“Clearly articulates the topic/theme in relation to **relevant historical or contemporary theoretical, social, cultural, and/or personal contexts.**”

vs

Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.



# Ann Sakaguchi

## Anthropology Dissertation Rubric

1

- Found a rubric from Univ. of Maryland

2

- Had Yao facilitate a rubric adaptation meeting

3

- Worked with the curriculum committee to finalize & approve the rubric



# Cheryl Squair

## Biology BS Research Writing

1

- Revised their own rubric

2

- Acquired a rubric from a 300 level instructor

3

- Combined the 2 rubrics and aligned with the VALUE rubric

4

- Sent for whole faculty for feedback

5

- Revised the rubric after a rater training session facilitated by Yao

# Prepare an agenda and a script

## Agenda

1. *Discuss the rubric*
2. *Score Sample A*
3. *Score Sample B*
4. *Summary + next steps*

### Facilitation Activity: Collaborative Rubric Adaptation

Activity outcome: Pilot test a rubric in order to verify usefulness and/or revise the rubric.

Process: Open, full-group discussion

Materials needed:

- Copies of the targeted program student learning outcome(s)
- Copies of the (draft) rubric for the SLO(s)
- 2-3 samples of student work (different levels of quality, if possible). Copies or available on [Laulima](#) or other secure site.
- Copies of a score sheet with blank space for notes

Time in minutes

	Prior to the session, faculty members read the targeted SLO(s), the rubric, and the samples of student work.
5	<p>Step 1. Welcome participants and describe the activity.</p> <p><i>"Thank you for coming today. In our last meeting, we decided to measure one program learning outcome 4 in the BA program next semester. That is: critical analysis through effective writing. This semester, the Curriculum Committee is developing a scoring rubric related to this outcome. We found a rubric that we think can be used as a starting point. That is the written communication rubric from AAC&amp;U's Valid Assessment of Learning in Undergraduate Education rubric set, commonly known as VALUE rubric. Our goal for today is to have you give feedback on this rubric so that we can revise it to align with our program outcome.</i></p> <p><i>Today's agenda: we'll first discuss the rubric in the blue sheet. Then we'll apply the rubric to two student papers (one on a white sheet and one on a yellow sheet). After each paper, we'll discuss the rubric and our scores for that paper. Based on our scoring experience and discussion, we will decide how to modify the rubric.</i></p>

# Activity

Review the VALUE Written Communication [rubric](#)

Share your thoughts on what needs to be added, modified, and deleted on this shared [agenda](#)

# Summary



Curriculum Map



Assignment Charrette

	Scale 1	Scale 2	Scale 3	Scale 4
Dimension 1	Description	Description	Description	Description
Dimension 2	Description	Description	Description	Description
Dimension 3	Description	Description	Description	Description

Rubric Adaptation



# Consider interactive facilitation strategies

- Breakout rooms
- Zoom polls
- Interactive editing/commenting on Google Docs



# Efficient Strategies for Meaningful Program Learning Assessment

## Part II: Facilitating Collaborative Curriculum Discussion

### General Facilitation Strategies

- ☐ Use an energizer to start a meeting with understanding, energy, and positivity
  - ☐ Use one color to describe how you feel
  - ☐ What is the weather of your mood?
  - ☐ Breathing exercise
  - ☐ Shake it up!
  - ☐ More meeting energizers: [sessionlab.com/library/energizer](http://sessionlab.com/library/energizer)
- ☐ End the meeting with a concrete product
  - ☐ A revised curriculum map
  - ☐ Each participant receives immediately implementable feedback on their assignment
  - ☐ A draft rubric to evaluate students
  - ☐ Other
- ☐ Prepare a meeting agenda that includes
  - ☐ Meeting goal
  - ☐ Discussion ground rules
  - ☐ Items of discussionShare the agenda ahead of time
- ☐ Sample ground rules
  - ☐ Participate actively
  - ☐ Encourage others to contribute
  - ☐ One person talks at a time
  - ☐ Disagree with respect
  - ☐ Stay on point and on time
- ☐ Provide opportunities for collaborative notetaking and comments
- ☐ Allow for anonymous input (Zoom poll)
- ☐ Additional facilitation strategies: <http://go.hawaii.edu/ef3>



## Curriculum Discussion Activity 1: Investigating Curriculum Pathways Using a Curriculum Map

**Level of Difficulty:** Medium

**Estimated time:** 60 minutes

### Purpose

1. To review the curriculum coherence in light of results
2. To identify gaps, overlaps, mismatches in the curriculum
3. To engage faculty's expertise and experience in teaching

### Preparation

- A handout of the program SLOs and curriculum map (consider a shared electronic doc).
- A curriculum map display on flipchart paper or on the projector screen. In an online meeting, share the screen of the editable curriculum map document.
- Post-it or recording of faculty discussion on computer. In an online meeting, have faculty comment on the electronic document (Google Slide or Google Doc).

### Sample Agenda

1:00-1:05	Welcome, energizer, and goals for today (5 min)
1:05-1:15	Explain the program learning assessment effort and results (10 min)
1:15-1:45	Interpret the results and discuss the curriculum map (30-45 min)
1:45-1:55	Prioritize and make an action plan (10 min)
1:45-1:50	Summarize accomplishments and set next steps (5 min)

### Activity:

1. Briefly describe the program assessment activity and results.
2. Display the curriculum map with the results posted on it.
3. Guide faculty to identify any curriculum gaps, overlaps, mismatches. Sample questions include:
  - a. To identify gaps:
    - i. *Do we offer students enough courses to address each outcome?*
    - ii. *Are the students completing lower-level courses prepared for the upper-level courses?*
    - iii. *What are the expectations of the milestone course (e.g., 351)? Did we prepare students to meet those expectations?*
    - iv. *Did we provide sufficient scaffolding throughout the curriculum to help students achieve the outcomes?*
    - v. *What are the actual learning opportunities in the courses aligned with the outcome? Are the learning opportunities enough for students to learn?*



- b. Overall coherence questions:
  - i. *What courses should students take before they take the milestone or the capstone course?*
  - ii. *How can advising and co-curricular activities contribute to student outcomes?*
4. Prioritize improvement efforts. Make an improvement plan that specifies the lead person/committee and timeline.

## Curriculum Discussion Activity 2: Organizing Assignment Charrettes

**Level of Difficulty:** Medium

**Estimated time:** 60-90 minutes

### Purpose

1. To focus faculty's attention on student products as both learning opportunity and evidence
2. To harness faculty's collaborative wisdom to improve assignments

### Preparation

- A handout of the program SLOs, curriculum map with results included, and activity instructions.
- For in-person meetings, print out the assignment charrette feedback form. If faculty are sharing in groups of 3, then print 3 times the number of participants. For example, if 6 faculty participate, print out 18 copies.
- For an online meeting, prepare one editable Google document with the feedback form per instructor. See an example [here](#).

### Sample Agenda:

1:00-1:05	Welcome, energizer, and goals for today (5 min)
1:05-1:10	Explain the importance and procedure of the assignment charrette (5 min)
1:10-2:25	Assignment Charrette (75 min -- 25 min per round x 3 rounds)
2:25-2:30	Summarize accomplishments and set next steps (5 min)

### Provide options for feedback

1. Align assignment instructions with the learning outcome that you want to assess.
2. Clearly specify evaluation criteria (e.g., checklist, rubric, sample student work, annotated student work).
3. Require students to address an authentic audience and purpose if applicable.
4. Help students succeed by "scaffolding." Examples:
  - a. Use active verbs to tell students how to do well on the task (e.g., compare two styles, list three examples, interpret the meaning from two sources)
  - b. Clearly specify expectations by providing criteria for good performance (e.g., rubric)
  - c. Provide exemplary work



- d. Provide resources (e.g., APA style reference, dictionaries)
- e. Have students analyze sample student work to identify strengths and ways to improve
- f. Give out scaffolding tasks (e.g., annotated bibliography, research paper outline, research proposal, first draft) before the final assignment
- g. Give explicit, specific, and detailed instructions
- h. Breakdown a big task and assign smaller tasks to train students on each subskill (search sources, organization, use visual aids)
- i. Allow multiple drafts and opportunity for revision
- j. Provide focused and in-time feedback
- k. Train students to reflect and self-assess their skill
- l. Have students analyze the prior knowledge of their audience
- m. Have students investigate and describe the audiences' needs and wants
- n. Have students write a storyboard of their project, paper, or presentation
- o. Provide a report/project/presentation template
- p. Provide a repository of sources/images/videos for students to use
- q. Provide sample student work at different levels
- r. Provide (video) tutorials on how to go about the assignment (e.g., delivering effective presentations)

See the **Oral Communication Assignment Template (with Sample)**: <http://go.hawaii.edu/Pm3>. Use the structure and adapt to your own content.

## Curriculum Discussion Activity 3: Generating Shared Expectations through Rubric Development

**Level of Difficulty:** Medium/Advanced

**Estimated time:** 60-90 minutes

### Purpose

1. To pilot test a rubric in order to verify usefulness and/or revise the rubric in your program

### Preparation

- The targeted program student learning outcome(s)
- Secure and shared virtual space (e.g., Google Drive with restricted access), include:
  - The (draft) rubric for the SLO(s)
  - 2-3 samples of student work (different levels of quality, if possible)
  - Score collection survey that faculty can receive a copy of their responses (e.g., Google Form)
  - Group note-taking page such as the agenda/minutes template [here](#).



## Sample Agenda:

1:00-1:05	Welcome, energizer, and goals for today (5 min)
1:05-1:15	Discuss the rubric: additions, deletions, modifications (10 min)
1:15-1:40	Discuss Sample A and rescore (25 min)
1:40-2:05	Discuss Sample B and rescore (25 min)
2:05-2:20	Reach consensus on the changes to be made (15 min)
2:20-2:30	Summarize accomplishments and next steps (10 min)

## Script

Prior to the session, faculty members read the targeted SLO(s), the rubric, and score the samples of student work.

1:05 Step 1. Welcome participants and describe the activity. [Context: History Department]  
*"Thank you for coming today. At our last department meeting, the BA program has selected one student outcome to investigate next semester: written communication. This semester, the Curriculum Committee is developing a scoring rubric related to this outcome. We found a rubric that we think can be used as a starting point. The rubric is what UH Mānoa uses for assessing written communication at the institution level. Our goal for today is to have you give feedback on the rubric so that we can contextualize it for our program.*

*Before we start our meeting, I want to make sure that everyone has access to today's agenda. I am going to post the link of the agenda in the chat. [Post the link to the agenda in the chat: see a sample [here](#)]*

*Group 1 Agenda link is [here](#)*

*Group 2 Agenda link is [here](#)*

*Group 3 Agenda link is [here](#)*

*Everyone has access to edit the documents. [so-and-so] will be our designated note-taker. She/He will write down your key ideas, but everyone can help out by fleshing out the notes.*

*Today's agenda: we'll first discuss the rubric and your quick thoughts on how to modify the rubric. Then we'll apply the rubric to two student papers, and after each paper we'll discuss the rubric and our scores for that paper. Based on our scoring experience and discussion, we will decide how to modify the rubric.*

*To ensure that our discussion is productive and positive, we will follow the following discussion group rules. [read the ground rules]*

*First let us spend several minutes reading the rubric. The link is on the Agenda and I will also paste it in the chat. [Past the link the chat: [https://docs.google.com/document/d/1tbjMNLK8ocSf-sC\\_iYek26lHglhViqz8AsvAWmdZ9l/edit?usp=sharing](https://docs.google.com/document/d/1tbjMNLK8ocSf-sC_iYek26lHglhViqz8AsvAWmdZ9l/edit?usp=sharing), and share the screen with the rubric displayed]. In this document, you can see the target program learning outcome is listed on the top and the draft rubric is below that. When reading the rubric, think about*



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*whether the rubric is aligned with the outcome and writing-related major instructional activities in our curriculum. After 2 minutes, share what you think should be added, modified, or deleted. You should already have your notes when you grade the student work. I am going to give everyone 2 minutes to review your notes on your own."*

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1:07 Step 2. Faculty silently review the rubric and write suggested additions, modifications, and deletions.

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1:15 Step 3a. The facilitator [switch the screen to the agenda] starts the discussion with a general question and a recorder writes/types responses.

*"How well does the rubric relate to the outcome(s) being measured?"* [If "not at all," expect to use the session overhauling the rubric. If "yes," expect minor changes to the rubric.]

Step 3b. Follow-up questions:

*"Is anything missing that should be added?" "Is anything extraneous?" "Is anything unclear?"* (The features listed should be important and support what we emphasize in the classroom. Trivial features and unrelated features should be left out.)

The recorder creates lists: possible additions, modifications, and deletions.

*Continued*

Step 3c. After 10 minutes, inform the participants,

*"These are good suggestions. Please keep them in mind as we apply the rubric to the student [papers]. After we've reviewed several [papers], we'll come back to these lists and decide how to modify the rubric."*

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1:16 Step 4. Faculty review and score student work samples. Describe ethical use of student work.

*"Now, let's use the rubric to score student work sample A. I want to emphasize that the purpose of this activity is to assess the program, not individual students or faculty. If you happen to recognize the students or their instructors from the writing samples, please do not disclose their identities in respect of his/her confidentiality and privacy."*

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1: 35 Step 5. Record the number of participants for each score for all to see. Example:

Student	Score=4	Score=3	Score=2	Score=1
A: 1st	1	8	1	0
A: 2nd				
B: 1st				
B: 2nd				

The facilitator identifies the patterns in the scores. The facilitator leads a discussion, asking faculty to explain their scores by using language and concepts from rubric.

*"We can see that a majority of us gave the paper a 3, one person gave it a 4, and one person gave it a 2. Can I have a volunteer to explain why you gave the paper a 2, 3, or 4? In your explanation, use language and concepts from the rubric as much as possible."*

The facilitator carefully listens, paying attention to how the participants are interpreting the rubric and whether they are basing their scores on things other than what's on the

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rubric—these may need to be added as another evaluation criteria, elaboration on performance description, or annotations to make the rubric more clear.

After reaching *saturation*—when no new explanations/justifications are given—the facilitator asks the participants to re-score and then records the results. Example:

*“Now that we’ve discussed the [paper] and you’ve had a chance to hear how others applied the rubric, I’d like you to re-score the [paper] in light of what you’ve heard. . . .*

*“Who now wants to give Sample A a score 1? Write your name in the chat. [you can also set up a poll in the beginning of the session to record anonymous scores] Who wants to give the paper a score of 2, write in the chat, a score of 3,...4?”*

The revised scores are recorded:

Student	Score=4	Score=3	Score=2	Score=1
A: 1st	1	8	1	0
A: 2nd	0	10	0	0
B: 1st				
B: 2nd				

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1:50 Step 6. Repeat process for student work sample B

This process of score + share + discuss + re-score continues until there is about 5-10 minutes left in the session.

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2:00 Step 7. The final 10 minutes are spent doing the following:

a) reviewing the initial list of additions, modifications, and deletions and making appropriate changes to the rubric. E.g., “When you read the initial list we generated, do you think we should take action and revise the rubric?”

*continued*

*Facilitation Tip:* Get agreement on how decisions will be made regarding changes to the rubric, e.g., consensus, majority rule, simple majority. (I recommend consensus.) Example:

*“Now that we’ve had a chance to discuss the rubric and score and discuss pieces of student work, we’re going to take the last part of our time together to see if the rubric needs modifications, if we think it can be effectively and accurately used, and finally, talk about next steps.”*

*“I suggest we use a consensus method when we decide if the rubric needs changes which means we will listen to each other’s proposals to change the rubric, then discuss, and then see if we are willing to live with the proposal or not. It doesn’t mean we’re seeking the majority or 100% agreement. Instead, it means we use everyone’s expertise to develop a rubric that everyone is willing to support. It may be, but is not necessarily, the rubric most preferred by each person. Can we use consensus decision making or would you prefer a different method like 85% majority vote needed?”*

b) answering the question, “Will faculty members be able to reach an acceptable level of agreement, that is, will two faculty members give the same sample the same score or be only one level apart?”

Note: Acceptable level of simple agreement with a 3-point scale = in 95-100% of the

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cases, the scorers give the same score or are one level apart.  
c) summarizing the session's accomplishments and setting next steps.

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(Additional) guiding questions for the facilitator

- 1) How well does the rubric relate to the outcome(s) being measured?
- 2) Is anything missing? Is anything extraneous?
- 3) Do we need that number of quality levels? More needed? Fewer needed? Rubrics typically have 3-6 levels of quality.
- 4) Does the top end reflect excellence and the bottom end reflect entry-level competence?  
Good practice: the lowest category describes entry-level competence instead of only listing what is missing, e.g., try to avoid statements such as "thesis is missing," "no evidence." Work that falls below the lowest level of quality is scored "0."
- 5) Do any of the descriptions or dimensions overlap? Each "box" on the rubric should be mutually exclusive.
- 6) What terms will the students need help with, if any? Should those terms be simplified?
- 7) Feasible, manageable, practical for program assessment? For use in a course?
- 8) Is it possible to use this rubric and have two faculty members independently agree or be one level different from each other after training and/or examples of how to apply the rubric?
- 9) Can the rubric be applied across different kinds of assignments?
- 10) Will the results be meaningful and help guide program improvement?

Facilitator's tips

1. Prepare an agenda. Decide the goal and product of the meeting. Make sure people complete their homework.
2. Set ground rules.
3. Have someone else take notes.
4. Validate people's input (repeat what they say using keywords, help out the notetaker).
5. Summarize, synthesize along the way.
6. Remain neutral. Gesture or inform others when you want to give your input.
7. Use strategies to redirect and call on people who are silent.

General Note Taking tips:

- Use alpha numbering to list each idea. One idea per item.
- Annotate the decisions (e.g., [add] information literacy [agree]).

[Written Communication VALUE Rubric \[adapted\]](#)



Briefly explain your plan to facilitate a collaborative curriculum discussion

# Assignment Charrette Session

## Instructor Name:

### Instructions

1. The instructor completes the form on Page 2: Introduction to the Assignment before coming to the meeting
2. Each group will have three colleagues to share assignments
3. Each instructor has 25 minutes to share and receive feedback
4. (Optional instruction) For each round of 25 minutes:
  - a. The instructor shares the assignment for 3 minutes
  - b. Colleagues ask clarifying questions for 5 minutes
  - c. Colleagues write down their feedback for 3 minutes using the Peer Feedback Template in this document and note “I like...” and “I wonder”
  - d. Each colleague shares their feedback for a total of 15 minutes (Instructor will not respond to feedback)
  - e. An instructor talks about 2-3 main takeaways (4 minutes)

### Materials adapted from:

National Institute for Learning Outcomes Assessment (2018, February). *The assignment charrette toolkit*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).  
<https://www.learningoutcomesassessment.org/ourwork/assignment-charrette/#1549481918909-4e924c6d-3b02>

# Introduction to the Assignment

**Instructor Name:**

**Instructor Department:**

1. Assignment title

2. Assignment link or Copy and Paste Assignment below:

3. *Background Information:* In what course is the assignment used? At what point in the course? Does it build on earlier work in the course or prior courses? Does it prepare students for more advanced work in later courses or success beyond graduation?

4. *Assignment Information:* What are you asking students to do in the assignment? What learning outcomes is the assignment designed to elicit from students? How are students evaluated?

5. *Current Experiences:* What has been your experience of using the assignment to date? What kinds of feedback and suggestions are you specifically looking for?

# Peer Feedback

**Reviewer 1 Name:**

1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?
2. How does the assignment align with the evaluative criteria? Are there mixed signals sent to students?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have regarding clarity in instructions, prompt, or purpose?
4. How does this assignment allow for flexible options, alternative demonstrations, and/or culturally responsive demonstrations of learning?
5. How does this assignment need to be modified or adjusted to reflect current faculty and student circumstances and situations in light of COVID-19?
6. What unnecessary constraints, if any, may need to be removed to accommodate learning during a global pandemic crisis?

**Reviewer 2 Name:**

1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?
2. How does the assignment align with the evaluative criteria? Are there mixed signals sent to students?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have regarding clarity in instructions, prompt, or purpose?
4. How does this assignment allow for flexible options, alternative demonstrations, and/or culturally responsive demonstrations of learning?
5. How does this assignment need to be modified or adjusted to reflect current faculty and student circumstances and situations in light of COVID-19?
6. What unnecessary constraints, if any, may need to be removed to accommodate learning during a global pandemic crisis?



**Reviewer 3 Name:**

1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?
2. How does the assignment align with the evaluative criteria? Are there mixed signals sent to students?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have regarding clarity in instructions, prompt, or purpose?
4. How does this assignment allow for flexible options, alternative demonstrations, and/or culturally responsive demonstrations of learning?
5. How does this assignment need to be modified or adjusted to reflect current faculty and student circumstances and situations in light of COVID-19?
6. What unnecessary constraints, if any, may need to be removed to accommodate learning during a global pandemic crisis?

# Oral Presentation Assignment Sample

## Assignment Overview

In this assignment, you will make an 8 to 12-minute YouTube video explaining a topic of social equality of your choice.

## Course Learning Objectives Addressed

This assignment aims to solidify/enhance your learning of the following course student learning outcomes:

SLO 1. Use appropriate sources and multiple perspectives to describe a contemporary social problem.

SLO 2. Demonstrate effective oral presentation skills including:

- a. present information in a clear and organized manner to inform and motivate the public audience
- b. Effective use of verbal and nonverbal delivery techniques
- c. Effective use of supporting materials such as handouts and visual aids.

SLO 3. ...

SLO 4. ...

## Audience and Purpose

**The intended audience** of your presentation is the general public.

**The purposes** of your presentation are to

1. **inform** and **educate** the audience on the issue of your choice
2. **Advocate** for social equality and **motivate** the audience to take action

## Content/Components to Include

Please include the following in your presentation

1. Provide a hook to your audience (a question, “wow” facts, a quote or humor)

2. Introduce your topic and explain why this is important
3. Give context to the issue using appropriate sources, including the history, political/societal/economic/environmental context, and the current status. Use at least 5 credible and relevant sources.
4. Provide multiple perspectives from different points of view.
5. State your position.
6. List possible ways that the audience can act, including some immediately actionable ideas.

## Format and Due Date

**Length:** 10-12 minute presentation

### **Format and media:**

- You can use PowerPoint for this assignment.
  - Use a Sans Serif font. The minimum font size is 18.
  - Include fewer than 5 lines per slide
  - Include fewer than 8 words per line
  - If you have to include many words on a slide, give the reader time to read, grey out the parts that they don't need to read and highlight keywords with bold typeface or a different color
  - Maintain a good contrast between your font color and the background.
- Use charts, figures, images, videos, cartoons, newspaper article images, icons, logos, or other creative media to present your idea.
- Correctly and appropriately cite all your sources.

### **Technology:**

- Option 1: Apply for a free zoom account. Use the share screen function and recording function to record your presentation. A tutorial is [here](#).
- Option 2: Sign up for a free account at Panopto. A quick tutorial is [here](#).

Drafts/Rehearsal required: arrange for two rehearsals

1. With your partner assigned to you
2. With me during virtual office hours (Wed & Fri 10:00-11:00, appointments only)

### **Due dates**

- Provide an annotated bibliography of the source that you intend to use. Due 10/15.
- Provide a storyboard of your presentation (using Word or drawing on a paper). Due 10/30.
- Rehearsal 1 is due 11/15

- Rehearsal 2 is due 11/30 must address the partner's feedback
- Upload the final presentation to YouTube our class channel [link] and send the link to my email by midnight on 12/12. Must address all peer and instructors' feedback in the final version.

### Evaluation Criteria

You will be evaluated based on the oral presentation VALUE rubric that we use across the semester [here](#).

### Guidance and Supporting Material

- ☐ See a sample annotated bibliography here [provide a link]
- ☐ Complete the storyboard using this template [provide a link]
- ☐ Sample annotated student videos
- ☐ Video tutorials effective presentations  
<https://manoa.hawaii.edu/assessment/reports/youtube-oral-presentation-skills/>
- ☐ Dress professionally, use a virtual background, or go to a place with a less distracting background when you record your final presentation.

# Rubric Adaptation Activity Agenda

<b>Rubric Adaptation Activity Group 1</b>	<b>2</b>
<b>Rubric Adaptation Activity Group 2</b>	<b>4</b>
<b>Rubric Adaptation Activity Group 3</b>	<b>6</b>

# Rubric Adaptation Activity Group 1

Attendees:

**Meeting Goal:** Adapt a written communication rubric to assess program learning

**outcome:** Students will demonstrate effective written communication skill upon graduation.

## Agenda

11:40- 11:45	Welcome & meeting goal	<b>Ground Rules</b> <ul style="list-style-type: none"><li>- Participate actively</li><li>- Encourage others to contribute</li><li>- One person talks at a time</li><li>- Disagree with respect</li><li>- Stay on point and on time</li></ul>
11:45-11:55	Discuss the rubric [put the hyperlink to the rubric to be adapted]	
11:55-12:10	Discuss Sample A [link to the Sample A of student assignment] and rescore	
12:10-12:20	Discuss Sample B [link to the Sample A of student assignment] and rescore	
12:20-12:30	Summary and next steps	

## Meeting Notes

1. Open Discussion

Action	Comments
Add	
Delete	
Modify	
Other thoughts	

2. Student paper discussion. Give comments to students' paper using the rubric language and our suggested changes above.

Sample	4	3	2	1	Discussion Comments
A: 1st					
A: 2nd					
B: 1st					
B: 2nd					

3. Review the initial list. Reach consensus on major changes to the rubric:

Action	Comments
Add	
Delete	
Modify	
Other thoughts	



# Rubric Adaptation Activity Group 2

Attendees:

**Meeting Goal:** Adapt a written communication rubric to assess program learning

**outcome:** Students will demonstrate effective written communication skill upon graduation.

## Agenda

11:40- 11:45	Welcome & meeting goal	Ground Rules
11:45-11:55	Discuss the rubric [put the hyperlink to the rubric to be adapted]	<ul style="list-style-type: none"><li>- Participate actively</li><li>- Encourage others to contribute</li><li>- One person talks at a time</li><li>- Disagree with respect</li><li>- Stay on point and on time</li></ul>
11:55-12:10	Discuss Sample A [link to the Sample A of student assignment] and rescore	
12:10-12:20	Discuss Sample B [link to the Sample A of student assignment] and rescore	
12:20-12:30	Summary and next steps	

## Meeting Notes

### 1. Open Discussion

Action	Comments
Add	
Delete	
Modify	
Other thoughts	

2. Student paper discussion. Give comments to students' paper using the rubric language and our suggested changes above.

Sample	4	3	2	1	Discussion Comments
A: 1st					
A: 2nd					
B: 1st					
B: 2nd					

3. Review the initial list. Reach consensus on major changes to the rubric:

Action	Comments
Add	
Delete	
Modify	
Other thoughts	

# Rubric Adaptation Activity Group 3

Attendees:

**Meeting Goal:** Adapt a written communication rubric to assess program learning

**outcome:** Students will demonstrate effective written communication skill upon graduation.

## Agenda

11:40- 11:45	Welcome & meeting goal	Ground Rules
11:45-11:55	Discuss the rubric [put the hyperlink to the rubric to be adapted]	<ul style="list-style-type: none"><li>- Participate actively</li><li>- Encourage others to contribute</li><li>- One person talks at a time</li><li>- Disagree with respect</li><li>- Stay on point and on time</li></ul>
11:55-12:10	Discuss Sample A [link to the Sample A of student assignment] and rescore	
12:10-12:20	Discuss Sample B [link to the Sample A of student assignment] and rescore	
12:20-12:30	Summary and next steps	

## Meeting Notes

### 1. Open Discussion

Action	Comments
Add	
Delete	
Modify	
Other thoughts	

2. Student paper discussion. Give comments to students' paper using the rubric language and our suggested changes above.

Sample	4	3	2	1	Discussion Comments
A: 1st					
A: 2nd					
B: 1st					
B: 2nd					

3. Review the initial list. Reach consensus on major changes to the rubric:

Action	Comments
Add	
Delete	
Modify	
Other thoughts	

**Program Learning Outcome:** Students will demonstrate effective written communication skill upon graduation.

## Written Communication VALUE Rubric [adapted]<sup>1</sup>

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

**Definition:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet column one (1) level performance.*

	4	3	2	1
<b>Context of and Purpose for Writing</b>	Demonstrates a <b>thorough</b> understanding of context, audience, and purpose that is responsive to the assigned task(s).	Demonstrates <b>adequate</b> consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates <b>awareness</b> of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates <b>minimal attention</b> to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of only instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and <b>compelling</b> content to <b>illustrate mastery of the subject</b> , conveying the writer's understanding, and shaping the <b>whole work</b> . Sharply focused central idea.	Uses appropriate, relevant, and <b>compelling</b> content to <b>explore ideas</b> within the context of the discipline and shape the <b>whole work</b> . Clear central idea.	Uses appropriate and relevant content to <b>develop and explore ideas</b> through <b>most of the work</b> . Central idea exists in most of the work.	Uses appropriate and relevant content to <b>develop simple ideas</b> in <b>some parts</b> of the work. Central idea exists in some parts of the work.
<b>Genre and Disciplinary Conventions*</b>	Demonstrates <b>successful execution</b> of a <b>wide range of</b> conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates <b>consistent use</b> of <b>important</b> conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	<b>Follows expectations</b> appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	<b>Attempts</b> to use a consistent system for basic organization and presentation.
<b>Control of Syntax and Mechanics</b>	Uses <b>polished</b> language that <b>skillfully communicates</b> meaning to readers with <b>clarity and fluency</b> , and is virtually <b>error-free</b> .	Uses <b>straightforward</b> language that <b>generally conveys meaning</b> to readers. The language has <b>few errors</b> .	Uses language that <b>generally conveys meaning</b> to readers with clarity, although writing may include <b>some errors</b> .	Uses language that sometimes <b>impedes meaning</b> because of errors in usage.

\* *Genre & disciplinary conventions:* Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields. Conventions related to appropriate introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, logic, organization/structure, headings, formatting, word choice, etc.

<sup>1</sup> This rubric is to be used in conjunction with the Information Literacy rubric when examining student writing that includes source material. [May 2014]